



National Child Care Information Center

A service of the Child Care Bureau

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STATE ARTICULATION in EARLY CHILDHOOD EDUCATION

Comprehensive professional development systems for early care and education personnel are accessible and based on a clearly articulated framework; include a continuum of training and ongoing supports; define pathways that are tied to licensure, leading to qualifications and credentials; and address the needs of individual, adult learners. Enhancing a spirit of life-long learning is one goal of any professional development system; similar to this goal, a professional development system itself is never a finished product and should continually evolve and be refined to best meet the needs of the population it serves.

Within professional development systems there are several interconnected components. These components fall under five broad elements: 1) Funding; 2) Core Knowledge; 3) Qualifications and Credentials; 4) Quality Assurances; and 5) Access and Outreach. A one-page document that outlines and defines this simplified framework is available on the Web at <http://nccic.org/pubs/goodstart/pdsystem.html> or in PDF format at <http://nccic.org/pubs/goodstart/pdsystem.pdf>.

Pathways leading to qualifications, degrees, and credentials are components of the Qualifications and Credentials element of a professional development system. Such pathways include articulation agreements among levels of higher education. Some agreements set up jointly developed and delivered degree programs, e.g., between one or more community college(s) and one or more four-year college(s).

The following provides information about a sample of States with articulation in early childhood education, or articulation that includes early childhood education. A table of contents is provided that delineates the articulation approaches or plans highlighted in the State examples. In some cases, additional State resources are provided. *Selected Resources on Articulation in Early Childhood Education*, a companion document, includes common terms and definitions, general overview, organizations, and additional resources. This document is available on the Web at <http://nccic.org/poptopics/articulationece-res.html> or in PDF format at <http://nccic.org/poptopics/articulationece-res.pdf>.

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STATE OVERVIEWS

■ “Seamless Pipeline from Two-year to Four-year Institutions for Teacher Training” (January 2004), *Preparing Tomorrow’s Teachers to Use Technology* Policy Brief, by Gina Shkodriani, published by the Community College Center for Policy, the Education Commission of the States (ECS), discusses the importance of improving the transfer and articulation of education majors from community colleges to baccalaureate programs. State examples are provided to illustrate how articulation can be approached. The States highlighted include **California, Florida, Louisiana, Maryland, Michigan, Missouri, New Mexico, North Carolina, Rhode Island, Texas,** and **Washington**. This resource is available on the Web at <http://www.ecs.org/clearinghouse/49/57/4957.pdf>.

■ *Articulation and the Child Development Associate Credential: Understanding the Complexities and Efforts on Behalf of Students* (May 2003), by Karen Fite, Lorie Spencer, Marybeth Toomey, and Truyen Tran, for the Faculty Alliance: Head Start, Wheelock College, Pacific Oaks College, and American Associate Degree Early Childhood Educators (ACCESS) Partnership, is a report completed at the request of the Head Start Bureau. This resource explores issues regarding the process of developing high-quality articulation agreements between two-year Early Childhood Education Associate of Applied Science (AAS) degree programs and four-year Early Childhood/Child Development Bachelor of Science (BS) or Bachelor of Art (BA) degree programs. Information from 31 States was used to assess the status of the functioning of both the Child Development Associate (CDA) credential and articulation. The barriers and issues involved in developing articulation agreements as well as the benefits of high-quality agreements are presented. The report also includes information about programs illustrating different approaches to articulation, such as a Statewide approach (**California, Connecticut, Maine, Montana**), a program to program approach (**Florida, Illinois, New Jersey, Oregon, Tennessee**), and a program design approach (**California, Hawaii, New Mexico**). The report includes the following:

- **Illinois:** Some community colleges allow individuals to take their CDA certificate and all other records to the registrar's/records office in order to receive credits for up to four college classes. (page 25)
- **Florida:** A CDA credential holder will receive nine experiential learning credits for their CDA after completing 15 units of early childhood education courses. (page 25)
- **New Jersey:** Thomas Edison (college “without walls”) will accept a CDA towards 3 courses. Jersey City State U/Hudson County Community College have course alignment in the ECED programs and are therefore “user-friendly.” (page 26)
- **Oregon:** Some community colleges, primarily in Portland and Salem credit up to 10 credits for an existing CDA. There is a charge of \$10 per unit of credit. (page 25)
- “State by State Overview—Articulation and CDA” includes the State, name of institutions of higher education with CDA training within the early childhood education program, examples, whether there is Statewide legislation, and how early childhood education is addressed in Statewide legislation.

For additional information about the report, contact Lorie L. Spencer, Wheelock College at 617-879-2376 or e-mail Lspencer@wheelock.edu.

■ “Transfer and Articulation Policies” (February 2001), *ECS StateNotes*, by the Education Commission of the States (ECS), is a table of all the States with relevant information about legislation, cooperative agreements, transfer data reporting, incentives and rewards, a Web link to a Statewide articulation guide, common core, and common course numbering. This resource is available on the National Council of State Directors of Community Colleges Web site at <http://www.communitycollegetpolicy.org/pdf/Transfer%20&%20Articulation%20Policies.pdf>. Additional information is available on the Web at <http://www.statedirectors.org/transfer/transfer.html>. For additional information about the report, contact ECS at 303-299-3600, or on the Web at <http://www.ecs.org>.

■ The University of Kentucky, College of Education, in an effort to facilitate the movement from one State to another, is collecting the teacher certification requirements for the 50 States. They recognize that States are continually revising their teacher certification/licensure rules and requirements, and the information is intended to help students gather planning information on States of his or her choice. Certification requirements for all 50 States are available on the Web at <http://www.uky.edu/Education/TEP/usacert.html>.

■ *The NASDTEC Manual on the Preparation & Certification of Educational Personnel* (2003), by the National Association for State Directors of Teacher Education and Certification (NASDTEC), is a comprehensive source of State-by-State information pertaining to the preparation, certification, and fitness of teachers and other school personnel. Included is State-by-State information on certification requirements and standards; examinations and assessment; and

teacher training institutions and approval programs. Information about how to obtain this publication is available on the NASDTEC Web site at <http://www.nasdtec.org/manual.tpl>.

■ Many States have an early childhood education professional development Web site. A table with links to this information is available from NCCIC, in the document titled, *State Early Care and Education (ECE) Professional Development Web Sites*. This document is under the Workforce and Professional Development topic of NCCIC's Web site in the Popular Topics section at <http://nccic.org/pubs/goodstart/state-ece.html> in HTML format, and at <http://nccic.org/pubs/goodstart/state-ece.pdf> in PDF format. The table highlights information provided on professional development system elements and components (including core knowledge, higher education directories, etc). Additional information about articulation and other general professional development information and resources may also be provided via the listed Web links.

STATE EXAMPLES

Arizona: Program to Program; Plans

■ The following information is excerpted from Arizona's *Child Care and Development Fund (CCDF) Plan for FFY 2004-2005* (draft). This resource is available on the Web at <http://www.de.state.az.us/childcare/pdf/Draft%20State%20Plan.pdf>.

Child Care Professional Training (CCPT) is a 60-hour community-based training offered throughout Arizona. The training focuses on improving the preparation and knowledge of practitioners. Specifically, CCPT is designed for individuals who are entering the field or lack basic early childhood knowledge. CCPT includes six hours of coursework leading to first aid and CPR certification with an additional 54 hours of introductory early childhood coursework. In some instances, CCPT training may be articulated for community college credit.

Additionally, other community-based trainings are offered to introduce practitioners to a variety of topics. These topics encompass at least two of the Core Knowledge Elements and Competencies outlined by Arizona's training approval system – the Statewide Child Care and Early Education Development System (SUCCEEDS). The Core Knowledge Elements and Competencies define the knowledge, skills and attributes desirable for a child care and early education practitioner. Since a wide variety of community based training is offered to best meet the unique needs of practitioners in Arizona, the professional development plan will recognize the importance of articulating the community-based training into college credit for practitioners. For many practitioners, the existing community-based training offered for college credit allows the confidence to pursue more educational opportunities that may lead to certification and/or a degree. The professional development plan defines articulation as the linking together of programs, facilities, campuses, and community entities in order to allow for normal progression and a smooth transition through the education system and to maintain continuity in the students academic program.

The professional development plan recognizes that articulation is a key issue for the following reasons: 1) To meet the growing demand for quality child care and trained staff; 2) Articulation impacts career pathways at a number of transition points in a professional development sequence; 3) Children who are being served in child care and early education programs are increasingly more diverse. Therefore, the recruitment, training and education of diverse staff are essential; and 4) Practitioners' professional development is important to advancing issues related to compensation in the child care and early education field.

To address the issue of articulation, a Professional Development Policy Work Group (PDPWG) participates in relevant statewide articulation taskforces. The articulation task forces are designed to strengthen existing articulation agreements between community colleges and universities.

PDPWG members act as a conduit to share information and inform the relevant higher education articulation task forces in Arizona. They include the: Early Childhood Education Articulation Task Force; Teacher Education Articulation Task Force; and the Child and Family Studies Articulation Task Force.

One task for the Early Childhood Education Articulation Task Force is to address horizontal and vertical articulation for Child Care Professional Training (CCPT) and the Arizona Infant Toddler Institute (AITI). Currently, some Community Colleges in Arizona offer practitioners three college credits for the completion of the CCPT and AITI courses. This universal approach of these articulation decisions is necessary as the state professional development plan recognizes the importance of articulating community-based training to the higher education community. The PDPWG will be tracking this progress.

Another key step toward articulation is to develop a core body of knowledge. In Arizona, Core Knowledge Elements and Competencies have been developed. These Core Knowledge Elements and Competencies were developed by a diverse group of community stakeholders. The Core Knowledge Elements and Competencies have been implemented into Arizona's voluntary statewide professional development registry, SUCCEEDS.

For additional information, contact S☆CCEEDS (Statewide Child Care and Early Education Development System) at 800-905-4389 or on the Web at http://www.asccaz.org/2_document.html.

Arkansas: Credit for the CDA; Plans

- The following information is excerpted from Arkansas' *Child Care and Development Fund (CCDF) Plan for FFY 2004-2005*. This resource is available on the Web at <http://www.state.ar.us/childcare/stateplan.html>.

Sub-committees and work groups under the Steering Committee are [the] Registry Work Group, [the] SPECTRUM Work Group, [the] Higher Education Work Group, [the] CDA Advisory Committee and [the] Arkansas Child Care Apprenticeship Advisory Committee.

The SPECTRUM Work Group's purpose is to develop, design and organize the professional development opportunities in Arkansas and to produce a document that highlights the professional development opportunities and the programs that offer the training. This document is the SPECTRUM. Another responsibility of the SPECTRUM Work Group is to advise [and], make recommendations for revisions and updating. The Higher Education Work Group (Articulation) is established and is working to improve the communication among colleges of all levels. Grant proposals must stipulate the number of CEU's or credit hours. This better ensures that transfer of hours and articulation agreements may be possible.

The Higher Education Work Committee developed and approved three CDA Common Courses to assist institutions in articulation [of] the CDA course work from one institution to another. These courses, although not mandatory, have been implemented at most colleges. The next task of The Higher Education Work Group is to formulate a plan to determine the barriers to articulation, set some priorities as to which barriers may be overcome and to establish strategies for removing barriers utilizing prior survey information.

California: Credit for the CDA; Program to Program

- *Articulation and the Child Development Associate Credential: Understanding the Complexities and Efforts on Behalf of Students* (May 2003), by Karen Fite, Lorie Spencer, Marybeth Toomey, and Truyen Tran, for the Faculty Alliance: Head Start, Wheelock College, Pacific Oaks College, and ACCESS Partnership, states that:

The California Child Development Permit is a six level child development permit required for all early childhood teachers in the California system. At the 2nd level, 12 credits of Early Childhood education courses are required for Associate Teachers. The CDA is acceptable as an alternative qualification to the traditional coursework for this level. Level three, requiring 24 units of ECED work plus 16 units of experiential work is required to be qualified as a Teacher. An existing CDA counts towards 9 of the 24 units. All California community colleges accept CDA as 9 credits towards an AA or AS degree. There are some institutions that have worked out individual articulation agreements between AA and BA degrees. Examples of these are: Grossmont Community College/San Diego State, Santa Rosa Jr.

College/Sonoma State, San Francisco City College/San Francisco State University. There is no statewide, consistent articulation between 2-and 4-year institutions in California. (page 24)

Information about California's Child Development Permit is available on the Child Development Training Consortium (CDTC) Web site at <http://www.childdevelopment.org/spermits.htm>. CDTC is a Statewide program funded by the California Department of Education, Child Development Division (CDE/CDD) with Federal Child Care and Development Quality Improvement funds. The program is administered by the Yosemite Community College District.

Additional information is available on the Web at <http://www.childdevelopment.org>. For additional information, contact Cindy Lovett or Kimberly Baker at the Child Development Training Consortium at 209-572-6080 or Gloria Ramirez at 209-341-1667.

■ *Training the Next Generation of Teachers: A Preliminary Survey of California's Higher Education Programs in Early Childhood Education and Child Development* (April 2004), by Marcy Whitebook, Dan Bellm, Erika Cruz, Michelle Munn, Joon Young Jo, Mirella Almaraz, and Yuna Lee, Center for the Study of Child Care Employment, Institute of Industrial Relations, University of California at Berkeley, presents 2003 data concerning the state of early childhood education and child development programs in California's higher education system. California's community colleges, in particular, face a number of challenges and stresses (e.g., funding cuts due to the California budget crisis) at the same time that they may be called upon to grow in response to a Statewide preschool effort. This resource is available on the Web at http://www.iir.berkeley.edu/cscce/pdf/training_next_teachers.pdf.

Connecticut: Statewide; Credit for Prior Learning

■ Connecticut Charts-A-Course (CCAC) is the Statewide professional development system for early education and school-age care. Its mission is to support career development and program improvement by promoting the achievement of national and State professional standards. In June 2004, legislation (Public Law 212) was passed that established a Statewide coordinated child care and education training system. The legislation sets into law the components of the system that must be in place, including scholarship assistance, career counseling and training, and advancement in career ladders, through seamless articulation of levels of training, program accreditation support, and other initiatives.

- The Training Program in Child Development offers accessible and affordable workshops to child care providers Statewide. The training consists of topic areas called Core Areas of Knowledge that are important to know if you are working and caring for children in any setting. The complete program is 180 hours of entry-level, non-credit workshop training taken through four separate modules. All training is funded by the Department of Social Services and the Child Health and Development Institute, approved by Connecticut Charts-A-Course and administered by Wheeler Clinic. Additional information is available on the Web at <http://www.ctcharts-a-course.org/trainingprogramcd.htm>.
- The Early Childhood Pathways Exams can help turn providers' experience and workshop training into six college credits by testing their knowledge in two subjects: Introduction to

Early Childhood Education and Child Developmental Psychology. The Web site states that anyone whose experience or training matches the content learned in Early Childhood Education and Child Development Psychology should consider taking the exams. Generally, this knowledge is gained from work experience and in-service courses. The Connecticut Charts-A-Course approved Training in Child Development (CCAC modules that cover the Core Areas of Knowledge) has been designed to cover most of the content. Additional information is available on the Web at <http://www.ctcharts-a-course.org/earlycpathtests.htm>.

- Information about turning training into a CDA credential or college credit is available on the CCAC Web site at <http://www.ctcharts-a-course.org/turningtraining.htm>.
- The Connecticut Early Childhood Education Articulation Plan is a recommended process for articulation of Associate Level Early Childhood Education Programs and Baccalaureate Level Programs leading to State Teacher Certification in Early Childhood Education. The plan was developed in response to the growing recognition that early educational experiences are crucial to the later success of children and that the level of education and training of child care providers and teachers of young children makes a difference in contributing to the preparation of children for later learning. The Connecticut Early Childhood Education Articulation Plan is available on the Web at <http://www.ctcharts-a-course.org/forms/articulation.doc>. Additional information about the Early Childhood Education Articulation Plan is available on the CCAC Web site at <http://www.ctcharts-a-course.org/earlycedartplan.htm>.

For additional information, contact CCAC at 203-397-4036 or 800-832-7784.

Florida: Plans

■ In November 2002, Florida voters passed an amendment to the State's constitution creating a universal prekindergarten program for 4-year-olds. Additional information about a voluntary universal prekindergarten program is available on the Florida Children's Forum Web site at <http://www.fcforum.org/vupk.htm>. The governor's Web site on Florida's Voluntary Universal Prekindergarten Program provides up-to-date information, references, myths vs. facts, proposed legislation, and the governor's veto message. The section titled, Questions and Answers About the Governor's Voluntary Universal Prekindergarten Approach, includes the following information:

Articulation is required in statute (Section 1014.064) between the 40-clock-hour introductory training class and college credit in early childhood education at a community college; however, the number of credit hours to be received is not specified. Moreover, no articulation is currently required in law between the 40-hour introductory course and the CDA, and there is also no statutory requirement for articulation from the CDA into any college credit (in practice the associate degree) or from the associate degree into a bachelor's degree. However, in practice, 3 to 12 credit hours are awarded by community colleges for the CDA certificate. In addition, an A.S. to B.S. articulation is currently being developed by the Florida Community College Early Childhood Educators Network with the University of South Florida.

This information is available on the Web at

<http://www.upkflorida.org/index.cfm?Section=GovLeg&Page=KeyIssues>.

Hawaii: Modularized Workshops

■ Hawaii offers Reimbursement Scholarships for Professional and Career Education for Early Childhood (PACE) coursework completed and converted into credits through Honolulu Community College and Hawaii Community College. PACE makes education and training more accessible to practitioners by bringing early childhood classes into the communities that they live and/or work in. PACE takes four early childhood courses and “breaks” them into 16 classes each. After the participant completes all 16 classes, the individual may convert them into three college credits. Many professionals use the PACE program as their first step toward earning their Associate’s degree because it is conveniently located and accommodates their work schedules. Other practitioners use PACE to meet their 120 clock hours for their CDA credential or the three credits needed to renew their CDA credential. Child care center directors also support PACE because the program meets their in-service training needs. Additional information is available on the Good Beginnings Web site at <http://www.goodbeginnings.org/teachpace>. For additional information about the PACE Reimbursement Scholarship Model, contact T.E.A.C.H. Early Childhood@HAWAII at 808-531-5502 or 866-531-5502.

Illinois: Program to Program

■ In January 1993, the Board of Higher Education, Illinois Community College Board, and the Transfer Coordinators of Illinois Colleges and Universities jointly launched the Illinois Articulation Initiative (IAI) to facilitate the transfer of students among Illinois colleges and universities—public and private, associate and baccalaureate degree granting. The IAI grew out of the Board of Higher Education’s policies on Transfer and Articulation adopted in September 1990. Additional information about the Illinois Articulation Initiative (IAI) is available on the Web at <http://www.itransfer.org/IAI/FACT/Forms/IAILibrary/IAIpoliciesandprocedures.pdf>.

- iTransfer supports the Illinois Articulation Initiative’s (IAI) mission to facilitate student transfer from one participating Illinois college/university to another in order to complete a degree. iTransfer’s goal is to make planning and gathering transfer information simple. The iTransfer Web site highlights the IAI General Education Core Curriculum (GECC) and Major recommendations. Additional information is available on the Web at <http://www.itransfer.org/> or contact iTransfer at 309-438-8640.

Kentucky: Plans

■ The goal of Kentucky’s KIDS (Kentucky Invests in Developing Success) NOW is that all young children in Kentucky are healthy and safe, possess the foundation that will enable school and

personal success, and live in strong families that are supported and strengthened within their communities. To reach this goal, 25 percent of Kentucky's Phase I Tobacco Settlement dollars will fund the early childhood initiative. The KIDS NOW Initiative includes a focus on Early Childhood Professional Development. The Professional Development Council works with existing entities to create a seamless system of education and training for early childhood providers, beginning with an entry-level credential and proceeding through a Master's degree. For additional information, contact the Office of Early Childhood Development at 502-564-8341.

Additional information about KIDS NOW is available on the Web at

<http://www.education.ky.gov/KDE/Instructional+Resources/Early+Childhood+Development/Components+of+KIDS+NOW+Initiative.htm>.

- *Understanding and Using Kentucky's Early Childhood Core Content* is available on the Web at <http://www.education.ky.gov/NR/rdonlyres/erwauako2xlqezad3gasvha2sd63sdowkui5hqnpfeouetsaillfccs22dl5iyh6kiomas37wv3qi4awxrnwxfekdab/ECUnderstandingUsingECCoreContent.pdf>.
- *Early Childhood Professional Development: Creating a Framework for Kentucky* (Revised May 2003), developed by five Professional Development Work Groups, the Professional Development Council, and the Governor's Office of Early Childhood Development, is an action plan for the education, training, and credentialing of early childhood development professionals in Kentucky. The plan defines five levels of professional accomplishment and the training, credentialing, and articulation requirements for each. This resource is available on the Web at <http://www.education.ky.gov/NR/rdonlyres/eoyy4f4cxdt5i6twnds6tjml7kzitnqzgw7fp5z5hxx65oy3cvl5euzrjwvbwyttd5dfesj7h7loapcviyconvrjhf/ECPDCreatingFramework4KYMay2003.pdf>.

Maine: Statewide; Credit for the CDA; 2+2

■ The Maine Roads to Quality: Child Care and Early Education Career Development Center works to promote the quality of child care and early education through professional development; address the training and education needs of all child care and early education professionals at all levels of their careers and in diverse practice settings; offer multiple ways for professionals to achieve their career goals; increase linkages between training and formal education so professionals can pursue their career path; recognize professionalism and the individuals who pursue their career goals and the programs that support them; and collect information and monitor the effectiveness of the career development system.

- *A Guide to Higher Education for Child Care and Early Education Careers in Maine* (2000), a collaborative project involving the Office of Child Care and Head Start, Maine Department of Human Services; Early Childhood Higher Education Committee; Maine Roads to Quality: Child Care and Early Education Career Development Center, Institute for Child and Family Policy, Edmund S. Muskie School of Public Affairs, University of Southern Maine; funded by the Maine Department of Human Services, includes Higher

Education Early Childhood Program Profiles that provide articulation agreement information. The report states:

Currently, child care and early education practitioners may choose to start their professional career development in a variety of ways. They may choose to acquire professional knowledge through the 180-hour *Maine Roads to Quality* Core Knowledge Training Program that will be provided through local Child Care Resource Development Centers. After completing the 180 hours of *Maine Roads to Quality* training, it will be possible to take that training to Maine's two-year colleges for credit toward a CDA or an Associate Degree in Early Childhood Education. A student may choose to enter directly into a two- or four-year program that will lead to an Associate or Bachelor degree in Early Childhood Development. Articulation agreements between the two- and four-year programs are being developed thus ensuring a seamless professional development path.
(page 4)

For additional information, contact the Child Care and Early Education Career Development Center at 888-900-0055 or on the Web at <http://www.muskie.usm.maine.edu/maineroads>.

■ The Academic and Student Affairs division of the University of Maine System hosts a Web site that details the State Universities' articulation agreements. This Web site details over 14 specific 2+2 early childhood articulation agreements that have been implemented by various campuses, including the transfer of some Applied Associate's degrees to early childhood Bachelor's degree programs.

Additional information is available at <http://www.maine.edu/articulationtc.html> or by calling the University of Maine System at 207-973-3240.

Maryland: Statewide

■ "Seamless Pipeline from Two-year to Four-year Institutions for Teacher Training" (January 2004), *Preparing Tomorrow's Teachers to Use Technology* Policy Brief, by Gina Shkodriani, published by the Community College Center for Policy, the Education Commission of the States (ECS), states:

Maryland developed the nation's first associate of arts in teaching (AAT) degree that allows prospective teachers to take community college class credits that parallel the first two years of a baccalaureate program in teacher education. The governor initiated the change by convening two- and four-year institutions to address the teacher shortage problems and charged them with doing more to address articulation.

The teacher shortage was critical in Maryland. The state hired approximately 8,900 new teachers in the 2002-03 academic year. The 22 colleges offering teacher education programs only produced 2,550 teacher candidates. Just 62% (1,585) of those teacher candidates became teachers in Maryland schools. Even with incentives such as scholarships, loan forgiveness, increased salaries, low-interest mortgages and alternative certification routes,

teacher education enrollments in colleges and universities in the state could not meet the need.

The State Plan for Postsecondary Education included requirements that the Maryland Higher Education Commission pursue efforts to provide dependable articulation of credits from two- to four-year institutions. The state acted to ensure a fully articulated transfer for community college students in teacher education to any of the 22 four-year public and independent institutions offering education programs in the state. This agreement replaced 353 separate articulation agreements in place before the development of the AAT. If a community college seeks to offer the AAT, it must follow standards set by the Maryland Higher Education Commission. The college has to submit the curriculum, teacher credentials and institutional support for the program. Student requirements for attaining the AAT include:

- Obtaining sixty credits of lower-division coursework in the arts and sciences to satisfy National Council for Accreditation of Teacher Education standards
- Taking courses on educational psychology, special education and educational theory
- Maintaining a 2.75 grade point average
- Passing the reading, writing and math proficiency tests
- Developing a portfolio
- Completing the field experience requirements. (pp. 4–5)

This resource is available on the Web at <http://www.ecs.org/clearinghouse/49/57/4957.pdf>.

■ Dominique Raymond, Maryland Higher Education Commission, participated in the session titled “You Can Get There From Here: Articulation Strategies Across Settings” at the 2004 State Child Care Administrators Meeting (SAM) in Washington, DC. Ms. Raymond presented on the articulation strategies in Maryland, and included information about the Associate of Arts in Teaching (AAT). Information about the Maryland Higher Education Commission is available on the Web at <http://www.mhec.state.md.us>. For additional information about early childhood articulation in Maryland, contact Dominique Raymond, Education Policy Analyst, Division of Planning and Academic Affairs, Maryland Higher Education Commission at 410-260-4585 or e-mail draymond@mhec.state.md.us.

Massachusetts: Statewide

■ The *Massachusetts Board of Higher Education Early Childhood Education Compact* (Spring 2003), builds upon both the Commonwealth Transfer Compact adopted by the Board of Regents in 1990 and the Joint Admissions Agreement adopted by the Board of Higher Education in 2000. The *Massachusetts Board of Higher Education Early Childhood Education Compact* is available on the Web at http://www.mass.edu/new/html_docs/EarlyChildhoodCompact.pdf. For additional information contact the Massachusetts Board of Higher Education at 617-994-6950.

■ The Massachusetts Advancing the Field project is no longer in operation. However, information about the project and its outcomes is available in the *Massachusetts’ Advancing the Field Fact Sheet*, by New England Workforce Partners for Early Care and Education (NEW

Partners), a partnership of the Edmund S. Muskie School of Public Service at the University of Southern Maine, Associated Early Care and Education, Inc., ACCESS (American Associate Degree Early Childhood Educators), and United States Association for Child Care (USA Child Care). The fact sheet states that:

Advancing the Field is a Massachusetts' project designed to engage institutions of higher education and others involved in professional development in the development and implementation of an early care and education training system. The system supports early childhood personnel as they progress along a professional and education ladder by providing financial assistance, mentoring, tutoring, and other supportive services (such as child care for program participants).

Seven institutions of higher education currently provide credit for achieving the Child Development Associate (CDA) credential and/or credit for prior learning.

Six institutions of higher education have developed or are working on the development of articulation agreements between their two- and four-year programs.

This fact sheet is available on the Web at <http://muskie.usm.maine.edu/newpartners/Massfact.htm>.

Montana: Common Core; 2+2

■ The Core Knowledge Base serves as the foundation for Montana's early childhood career development system. Eleven content areas comprise the Core Knowledge Base, which serve as a framework for the State's community-based training through higher education programs. *Articulation and the Child Development Associate Credential: Understanding the Complexities and Efforts on Behalf of Students* (May 2003), by Karen Fite, Lorie Spencer, Marybeth Toomey, and Truyen Tran, for the Faculty Alliance: Head Start, Wheelock College, Pacific Oaks College, and ACCESS Partnership states that:

Montana's program is built upon a core of a 24-credit block of early childhood courses. This block is the core of the CDA credential, of an early childhood Associate's degree, and of a minor in ECED in the Bachelor's degree programs. Because the same core of courses is used for each option, students can seamlessly move from CDA to AA to BA degree. If students are current practitioners, they can use their work setting for the lab work required. Core coursework is offered in seven sites across Montana and some distance learning opportunities are available. This program is extremely user-friendly with built-in support systems such as advising, small classes and schedules that accommodate working students. As a result, there is a 95% or higher retention rate. (page 24)

■ *A Guide to Montana's Early Childhood Higher Education Programs* (Fall 2003), prepared by the Montana State University Early Childhood Project, provides an overview of all the higher education opportunities available to Montana students pursuing a degree in early childhood education, including the specifics about each program's articulation agreements. This resource is available on the Web at in Microsoft Word format at <http://www.montana.edu/ecp/Guide%20for%20Website.doc> and in PDF format at

<http://www.montana.edu/ecp/pdfs/Higher%20Ed%20Guide.pdf>.

■ *What's the Difference? Approved Training, Renewal Units, CEUs, and College Credit* (Fall 2003), by the Montana State University Early Childhood Project is available on the Web at http://www.montana.edu/ecp/pubs_credits.html.

■ *What's the Difference Between CDA and an Early Childhood College Degree?* (Spring 2003), by the Montana State University Early Childhood Project is available on the Web at <http://www.montana.edu/ecp/pdfs/Difference%20between%20CDA%20and%20college.pdf>.

Information about the Montana Early Childhood Project is available on the Web at <http://www.montana.edu/ecp>. For additional information, contact them at 406-994-4746 or 800-213-6310.

New Jersey: Program to Program

■ The New Jersey Professional Development Center for Early Care and Education (NJPDC) grew out of New Jersey Sows the Seeds for Growth, a Statewide initiative which established steps for implementing a system to enhance the preparation and continuing education of each childhood and out-of-school time practitioner. The NJPDC partnered with the New Jersey Association of Child Care Resources and Referral Agencies (NJACCRRRA) to create a professional development system. The NJPDC Articulation Working Group advocates for more clearly defined paths of articulation allowing for better transfer of experience and coursework between various educational levels. This includes providers of teacher preparation for a CDA, and two- and four-year institutions. The working group recommends ways to improve access to high-quality professional development.

- *Articulation and Transfer for Early Childhood Education Students in New Jersey* (December 2002), a Position Paper by the Articulation Working Committee of the New Jersey Professional Development Center for Early Care and Education, presents the recommendations of the Articulation Working Committee of the New Jersey Professional Development Center for Early Care and Education. The Committee has been studying the possibilities of students moving through a well-defined system of articulation and transfer from a non-credit national Child Development Associate level to graduate school. This document is available on the Web at http://www.njpdcc.org/1/pdf/2002-12_Position_Paper.pdf.
- *A Position Statement on Articulation: Background, Barriers, and Objectives* (October 2000), prepared by the Articulation Working Committee of the New Jersey Professional Development Center for Early Care and Education, presents a position statement on articulation in New Jersey. The task of the Articulation Working Committee has been to make recommendations on the design of a system to articulate the professional development experiences of early childhood professionals, from entry-level to teacher certification and post-baccalaureate degrees. This paper is available on the Web at <http://www.njpdcc.org/position.htm>.

For additional information, contact NJPDC at 908-737-5900 or on the Web at <http://www.njpd.org/pages/mainpage.html>.

New Mexico: Statewide; Common Core

■ *La Ristra: New Mexico's Comprehensive Professional Development System in Early Care and Education, and Family Support* (September 1999, revised June 2002), ed. Polly Turner, A Collaborative Process Among Members of the Higher Education Early Childhood Task Force, the Staff of the Office of Child Development in the Children, Youth and Families Department, and The Center for Family & Community Partnerships at the University of New Mexico, supported by the New Mexico Children, Youth, and Families Department, includes the following chapters "The Higher Education Early Childhood Articulation Task Force" by Polly Turner; and "Articulation, Common Catalogues of Courses, and Prior Learning Assessment (Credit for Prior Learning)" by Dan Haggard. The Appendices also include New Mexico's Articulation Legislation. This resource is available on the Web at <http://www.newmexicokids.org/Resource/Library/LaRistra.pdf>.

Dan Haggard, Director, New Mexico Office of Child Development, Family Services, New Mexico Children, Youth and Families Department, participated in the session titled "You Can Get There From Here: Articulation Strategies Across Settings" at the 2004 State Child Care Administrators Meeting (SAM) in Washington, DC. Mr. Haggard presented on "New Mexico's Early Care, Education, and Family Support Professional Development System: The Continuous Journey." For additional information about this session and articulation in New Mexico, contact Dan Haggard, Director, Early Childhood Professional Development Initiative, New Mexico Children, Youth and Families Department at 505-827-6614.

■ *Articulation and the Child Development Associate Credential: Understanding the Complexities and Efforts on Behalf of Students* (May 2003), by Karen Fite, Lorie Spencer, Marybeth Toomey, and Truyen Tran, for the Faculty Alliance: Head Start, Wheelock College, Pacific Oaks College, and ACCESS Partnership, states that:

New Mexico has been successful in creating an articulated early childhood education system by defining core competencies and moving 2- and 4-year early childhood education programs toward designing degrees that address the core competencies. (page 26)

New York: Plans

■ *Early Childhood Workforce Preparation In New York State: A Pilot Study* (November 2002), by Kristi S. Lekies and Mon Cochran, Cornell Early Childhood Program, explores a number of issues central to early childhood teacher preparation in New York State, including a case study of articulation between two- and four-year college early childhood education teacher preparation programs. Center-based employment in early care and education takes place within three different regulatory frameworks, each operating under a different auspice. The Experimental and Universal Prekindergarten Programs are monitored by the New York State Education Department. Child care centers are regulated by the New York State Office of Children and Family Services and the New York City Department of Health. Head Start and Early Head Start Programs fall under Federal oversight. Teachers and other caregivers are subjected to different educational requirements in

these three systems, resulting in difficulties transferring between systems, and often inconsistencies in levels of quality for children. This resource is available on the Web at <http://www.human.cornell.edu/hd/cecp/pdf/Workforce%20Prep%20Report.pdf>.

North Carolina: Statewide; Plans

■ The *North Carolina Early Childhood Articulation Manual: The Facilitation of the Transfer of Credit Between Early Childhood Education/Child Development Departments in Two- and Four-Year Institutions of Higher Education in North Carolina, Executive Summary* (2000), by Deborah J. Cassidy and Linda L. Hestenes, University of North Carolina at Greensboro, Peggy S. Teague, Guilford Technical Community College, and Jo Ann Springs, University of North Carolina at Charlotte, was developed with the support of the North Carolina Division of Child Development and the North Carolina Institute for Early Childhood Professional Development. The report notes that the purpose of the study was to investigate the success of early childhood education students who transfer from two-year AAS degree programs to four-year BS or BA degree programs. This report is available on the Web at <http://www.ncchildcare.org/execsum.pdf>.

The North Carolina Institute for Early Childhood Professional Development is composed of representatives of Head Start, Child Care Resource and Referral, Community Colleges, Cooperative Extension, Division of Child Development, Smart Start, T.E.A.C.H. Early Childhood® Project, Department of Public Instruction, Division of Mental Health, and many more organizations that promote good health and good care for young children. They facilitate and coordinate initiatives and provide leadership to support a comprehensive early care and education professional development system for the State. For information about articulation in North Carolina, contact the North Carolina Institute for Early Childhood Professional Development at 919-662-4499, ext. 305. Information about the Institute is available on the Web at <http://www.ncchildcare.org>.

Pennsylvania: Plans

■ *The State of Early Care and Education in Pennsylvania: The 2002 Higher Education Survey, a Report prepared for the Governor's Task Force on Early Childhood Education* (September 2002), by Kelly E. Mehaffie, Robert B. McCall, Christina J. Groark, Wendy A. Etheridge, and Robert Nelkin, Office of Child Development, University of Pittsburgh and the Universities Children's Policy Collaborative (UCPC), presents findings from the 2002 Higher Education Survey, designed to collect information from early childhood higher education programs regarding training of professionals in child care and early education in Pennsylvania. The report is one of a series that summarizes research from the Universities Children's Policy Collaborative. The Executive Summary and the full report are available on the Web at http://www.temple.edu/CPP/content/reports/State_of_Early_Care_and_Education_in_Pa_2002_Higher_Ed_Survey_FullReport.pdf.

South Dakota: Credit for the CDA; Plans

■ The Child Care Apprenticeship Program is a service provided by the South Dakota Department of Social Services Child Care Services Program. The program is an affordable option for classroom instruction and on-the-job training to prepare people to work effectively with young

children. As part of the program, child care apprentices must complete 4,000 hours of on-the-job work experience with child care centers and 300 hours of classroom coursework. Individuals who complete the program will receive a nationally recognized Child Development Certificate. This training can also count toward a two- or four-year degree. The first year of the program is 150 hours of training based on the South Dakota CDA training curriculum and apprenticeship supplemental training. The training includes in-person classroom and distance education training methods. The second year of the program is 150 hours of distance learning including Dakota Digital Network (DDN) classes and Internet options. The courses are offered through Tribal and State colleges and universities. Agreements are being developed so courses taken through the program will transfer to participating colleges and universities throughout South Dakota.

For additional information, contact Child Care Services Program at 800-227-3020 or 605-773-4766, ext. 3529. Additional information about the South Dakota Child Care Apprenticeship Program is available on the Web at <http://www.state.sd.us/social/CCS/Training/apprent.htm>.

Tennessee: Program to Program; 4+2 Pathway Agreements

■ The Tennessee Early Childhood Training Alliance (TECTA) represents the first Statewide early childhood training and professional recognition system in the nation administered by higher education to include orientation training through advanced degree programs. The primary goal of TECTA is to improve Tennessee child care providers' access to quality early childhood education by providing articulated certificate and degree preparation programs.

TECTA programs are based on State and national standards for the preparation of professional early childhood education personnel. TECTA-approved courses and programs include important knowledge and skills adopted by the TECTA State steering committee, which includes child care providers, higher education systems, professional associations, State agencies, business representatives, and parents. The program provides articulation between post-secondary certificate and degree programs when students meet higher education admission requirements.

■ *Articulation and the Child Development Associate Credential: Understanding the Complexities and Efforts on Behalf of Students* (May 2003), by Karen Fite, Lorie Spencer, Marybeth Toomey, and Truyen Tran, for the Faculty Alliance: Head Start, Wheelock College, Pacific Oaks College, and ACCESS Partnership, states that:

TECTA established 3 important outcomes for the alliance: coursework should be affordable to students employed in typically low paying early childhood settings; locations for training should be accessible to all ECED providers in Tennessee, including rural areas; and all academic coursework should articulate into degree programs. Students seeking CDA preparation through TECTA complete 5 academic courses. All of these courses are included in the ECED AAS degree curriculum at each of the 13 community colleges. If students have received the CDA credential through programs with non-academic credit, the community colleges have mechanisms for granting credit on an individual approval basis. Articulation to BA degrees is more challenging since there is less uniformity among the ECED 4-year programs. East Tennessee State U. and Walters State Community College and Northeast

State Community College have developed an articulation agreement which is viewed as a model for other Tennessee 4-year institutions. (pp. 25–26)

Additional information about TECTA is available on the Web at <http://www.tecta.info>. For information about articulation, contact Linda McReynolds, Director, at 423-698-8528, ext. 200.

The National Child Care Information Center does not endorse any organization, publication, or resource.

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